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# **Committee on Community Colleges and Workforce**

**Meeting  
Tuesday, March 7, 2006  
2:00 PM – 4:00 PM  
Room 24, House Office Building**

## **MEETING PACKET**

Allan Bense  
Speaker

Pat Patterson  
Committee Chair



# ***FLORIDA HOUSE OF REPRESENTATIVES***

*Allan G. Bense, Speaker*

## **Community Colleges & Workforce Committee**

Pat Patterson  
Chair

Ed Jennings  
Vice Chair

### **Meeting Agenda Tuesday, March 7, 2006 24 HOB, 2:00 PM – 4:00 PM**

- I. Call to Order & Roll Call**
- II. Opening Remarks by Chair Patterson**
- III. Consideration of the following bills:**

**HB 373 by Representative Harrell  
Tuition Waivers**

**HB 513 by Representative Bilirakis  
Career and Professional Academies**

**HB 801 by Representative Patterson  
Florida Ready to Work Certification Program**

**Proposed Committee Bill (PCB) CCW 06-01  
Postsecondary Education**

- IV. Closing Comments**
- V. Meeting Adjourned**



## HOUSE OF REPRESENTATIVES STAFF ANALYSIS

**BILL #:** HB 373 Tuition Waivers  
**SPONSOR(S):** Harrell and others  
**TIED BILLS:** None **IDEN./SIM. BILLS:** SB 122

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) <u>Military &amp; Veteran Affairs Committee</u>	<u>8 Y, 0 N</u>	<u>Marino</u>	<u>Cutchins</u>
2) <u>Community Colleges &amp; Workforce Committee</u>	<u></u>	<u>Thomas</u> <i>NOT</i>	<u>Ashworth</u> <i>afa</i>
3) <u>Education Appropriations Committee</u>	<u></u>	<u></u>	<u></u>
4) <u>State Administration Council</u>	<u></u>	<u></u>	<u></u>
5) <u></u>	<u></u>	<u></u>	<u></u>

### SUMMARY ANALYSIS

HB 373 establishes a new tuition fee waiver for recipients of the Purple Heart in s. 1009.26, F.S. Section 1009.26, F.S. specifically provides fee waivers for universities and community colleges.

HB 373 allows state universities and community colleges to waive undergraduate tuition for a recipient of a Purple Heart who:

- Is admitted as a full-time, part-time, or summer-school student in an undergraduate program of study leading to a degree or certificate.
- Is currently a Florida resident and at the time of the military action that resulted in them receiving the Purple Heart was a Florida resident.
- Submits documentation verifying that they are a recipient of the Purple Heart to the community college or university.

The Purple Heart is awarded to any member of the Armed Forces or any civilian national under the United States who has been wounded in combat. The U.S military recognizes order of precedence of awards and the Purple Heart is listed in the 16<sup>th</sup> position. The Purple Heart is unique in that an individual is not recommended for, but rather is entitled to this decoration when wounded in combat. The Florida Department of Veterans Affairs reported that 2,482 Purple Heart recipients have membership with the Florida Chapter of the Military Order of the Purple Heart and currently reside in Florida. All recipients are not members in the Military Order of the Purple Heart. They are unable to provide an actual number of recipients or how many resided in Florida at the time they were awarded the Purple Heart.

There appears to be no fiscal impact on 2006-2007 since this benefit begins in the 2007-2008 academic year. However, the fiscal impact in 2007-2008 could be as high as approximately \$5,329,102.

The bill would take effect July 1, 2006.

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. HOUSE PRINCIPLES ANALYSIS:

**Ensure Lower Taxes** – This bill would waive undergraduate tuition fees for Purple Heart recipients in Florida.

**Empower Families** – This bill would increase the opportunity for recipients of the Purple Heart who return home wounded to learn a new skill to support family and find self worth.

#### B. EFFECT OF PROPOSED CHANGES:

##### Present Situation:

###### **Fee Waivers**

Section 1009.26, F.S., lists fee waivers for postsecondary educational institutions. School districts, community colleges, university boards of trustees, the State Board of Education, and state universities may waive certain fees, such as tuition or application fees, charged to students and, in some cases, only on a space-available basis.

Those eligible for certain fee waivers under this section can include: persons who supervise student interns for a state university; full-time university employees; Florida residents 60 years of age or older; graduate students enrolled in certain state-approved school psychology training programs; certain out-of-state nondegree-seeking students; certain spouses of deceased state employees; and some active members of the Florida National Guard (FNG). Section 1009.26(8), F.S., specifically mentions the fee waiver for certain members of the FNG and references s. 250.10(8), F.S., which establishes the State Tuition Exemption Program (STEP) program. The Florida Department of Education reports that 82<sup>1</sup> community college students used the National Guard Fee Waiver in 2004-2005.

###### **Purple Heart**

The Purple Heart was established by General George Washington during the Revolutionary War. The Purple Heart is awarded to any member of the Armed Forces or any civilian national of the United States who has been wounded in combat. A wound can be an injury to any part of the body from an outside force or agent. Injuries which clearly justify receiving the Purple heart include, but are not limited to, injury caused by mine or trap, or enemy released chemical, biological, or nuclear agent. A person will not be eligible for the Purple Heart for certain wounds or injuries such as battle fatigue, heat stroke, or disease not directly caused by enemy agents. The Purple Heart is unique among other military awards, in that an individual is not recommended for, but rather is entitled to the decoration.

The U.S. military recognizes order of precedence of awards. Each award carries a level of significance and its own eligibility requirements. The Purple Heart is 16<sup>th</sup> in order of precedence according to Army Regulation 670-1, updated February 2005. The awards in precedence from Medal of Honor to the Purple Heart are:

- (1) Medal of Honor (Army, Navy, Air Force);
- (2) Distinguished Service Cross;
- (3) Navy Cross;
- (4) Air Force Cross;
- (5) Defense Distinguished Service Medal;
- (6) Distinguished Service Medal (Army, Navy, Air Force, Coast Guard);
- (7) Silver Star;

<sup>1</sup> Florida Department of Education correspondence. January 13, 2006.

- (8) Defense Superior Service Medal;
- (9) Legion of Merit;
- (10) Distinguished Flying Cross;
- (11) Soldier's Medal;
- (12) Navy and Marine Corps Medal;
- (13) Airman's Medal;
- (14) Coast Guard Medal;
- (15) Bronze Star Medal; and
- (16) Purple Heart.

The Florida Department of Veterans Affairs reported that 2,482 Purple Heart recipients are registered members of the Florida Chapter of the Military Order of the Purple Heart and currently reside in Florida. They are unable to provide an actual number of recipients who are not registered or how many resided in Florida at the time they were awarded the Purple Heart.

#### **Effect of Proposed Changes:**

HB 373 establishes a new tuition fee waiver for recipients of the Purple Heart in s. 1009.26, F.S. Section 1009.26, F.S. specifically provides fee waivers for universities and community colleges.

HB 373 allows state universities and community colleges to waive undergraduate tuition for recipient of a Purple Heart who:

- Is admitted as a full-time, part-time, or summer-school student in an undergraduate program of study leading to a degree or certificate.
- Is currently a Florida resident and, at the time of the military action that resulted in receipt of the Purple Heart, was a resident of the State of Florida
- Submits documentation verifying that they are a recipient of the Purple Heart to the community college or university.

HB 373 would take effect July 1, 2006, although the fee waiver would not be available to Purple Heart recipients until the 2007-2008 academic year.

#### **C. SECTION DIRECTORY:**

Section 1: Creates 1009.26(9), F.S., establishing a Purple Heart recipient undergraduate tuition waiver for state universities or community colleges beginning in the 2007-2008 academic year under certain circumstances.

Section 2: Provides an effective date of July 1, 2006.

### **II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT**

#### **A. FISCAL IMPACT ON STATE GOVERNMENT:**

##### **1. Revenues:**

None

##### **2. Expenditures:**

The impact on state expenditures in 2007-2008 is indeterminate since it is unknown how many received the Purple Heart and resided in Florida at the time they received the award. It is also unknown how many will use the benefit in this bill.

In the community college funding process, these waivers would be deducted from student fees from the Community College Program Fund and would eventually be funded by the state.

**B. FISCAL IMPACT ON LOCAL GOVERNMENTS:**

1. Revenues:

None

2. Expenditures:

None

**C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:**

The chart shows the average savings per semester for a full-time, part-time, and summer student under this bill based on average credit hours<sup>2</sup>.

	Community College \$47.72 per credit hour	State University \$71.57 per credit hour
Full-time (12.48 avg. Credit Hours)	\$595.55	\$893.19
Part-time (6.02 avg. Credit Hours)	\$287.27	\$430.85
Summer (5.9 avg. Credit Hours)	\$281.55	\$422.26

**D. FISCAL COMMENTS:**

According to the 2005-2006 General Appropriations Act, the costs per credit hour for community colleges and state universities for the 2005-2006 fall/spring terms are \$47.72 and \$71.57 respectively.

The calculations in this analysis are based on the 2005-2006 GAA figures; however, the waiver created in this bill would not go into effect until the 2007-2008 academic year.

**III. COMMENTS**

**A. CONSTITUTIONAL ISSUES:**

1. Applicability of Municipality/County Mandates Provision:

The bill does not require counties or municipalities to spend funds or to take an action requiring the expenditure of funds. This bill does not reduce the percentage of a state tax shared with counties or municipalities. This bill does not reduce the authority that municipalities have to raise revenues.

2. Other:

None

**B. RULE-MAKING AUTHORITY:**

None.

**C. DRAFTING ISSUES OR OTHER COMMENTS:**

None.

**IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES**

<sup>2</sup> Florida Department of Education correspondence. January 12, 2006.

<b>CONFLICTS</b>	<b>FLORIDA WIA</b>	<b>UNITED STATES TOTAL WIA</b>
Operation Iraqi Freedom	733 <sup>1</sup>	16,825
Operation Enduring Freedom	32	690
Persian Gulf War / Desert Shield/Storm (1990-1991)	18 <sup>2</sup>	467
Vietnam (1964 – 1973)	unavailable	153,303
Korean War (1950 – 1953)	unavailable	103,284
World War II (1941 – 1946)	unavailable	671,846
World War I (1917 – 1918)	unavailable	204,002

(WIA = Wounded In Action)

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<sup>1</sup> Between January 14, 2006 and February 18, 2006 the number of WIA increased by 30

<sup>2</sup> Estimated 4% from the United States Department of Defense



HB 373

2006

1 A bill to be entitled

2 An act relating to tuition waivers; amending s. 1009.26,  
3 F.S.; requiring community colleges and state universities  
4 to waive tuition for a recipient of a Purple Heart who  
5 fulfills specified criteria; providing an effective date.

6  
7 Be It Enacted by the Legislature of the State of Florida:

8  
9 Section 1. Subsection (9) is added to section 1009.26,  
10 Florida Statutes, to read:

11 1009.26 Fee waivers.--

12 (9) Beginning in the 2007-2008 academic year, a state  
13 university or community college shall waive undergraduate  
14 tuition for each recipient of a Purple Heart who:

15 (a) Is admitted as a full-time, part-time, or summer-  
16 school student in an undergraduate program of study leading to a  
17 degree or certificate;

18 (b) Is currently, and was at the time of the military  
19 action that resulted in the awarding of the Purple Heart, a  
20 resident of this state; and

21 (c) Submits to the community college or university  
22 documentation verifying that the student has received a Purple  
23 Heart.

24 Section 2. This act shall take effect July 1, 2006.



## HOUSE OF REPRESENTATIVES STAFF ANALYSIS

**BILL #:** HB 513

Career and Professional Academies

**SPONSOR(S):** Bilirakis

**TIED BILLS:**

**IDEN./SIM. BILLS:** SB 1480

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) <u>Community Colleges &amp; Workforce Committee</u>	_____	Thomas <i>MT</i>	Ashworth <i>aga</i>
2) <u>Education Appropriations Committee</u>	_____	_____	_____
3) <u>Education Council</u>	_____	_____	_____
4) _____	_____	_____	_____
5) _____	_____	_____	_____

### SUMMARY ANALYSIS

HB 513 defines "career and professional academy" (CAP academy) as a research based program that offers a rigorous and relevant academic curriculum with an industry and business relevant career theme offered by a public school or school district. The goals of the career and professional academy would be to increase student achievement, focus on careers and postsecondary education, and raise student aspiration and commitment to academic achievement.

Career and professional academies may be offered as one of the following small learning communities:

- Career High-Skill Occupational Initiative for Career Education (CHOICE) academy with one career theme as part of an existing high school or as a school-within-a-school.
- Comprehensive Career Academy with one or more career themes.

HB 513 requires that each career and professional academy:

- Provides a rigorous and relevant standards-based academic curriculum through a career-base theme;
- Includes one or more business or community partnerships;
- Includes a postsecondary partnership;
- Provides creative and tailored student advisement and career counseling;
- Provides a career education certification on the high school diploma;
- Provides instruction, certification, or credentials in work readiness skills; and
- Establishes student eligibility criteria.

HB 513 allows career education courses offered in a career and professional academy that emphasize reading, writing, mathematics, and science to be considered core curricula courses upon approval of the Commissioner of Education.

HB 513 authorizes the school district on behalf of a CAP academy to request substitution of a course required for high school graduation with appropriate rigorous and relevant industry-related coursework. If no response is received in 30 days from DOE the district school board must allow the substitution according to its student progression plan.

HB 513 requires each district school board's student progression plan to provide for the substitution of a course in the Course Code Directory and offered at CAP academies for a credit requirement for graduation. A student may substitute no more than two academic credits.

HB 513 provides for one-time startup funds for five school districts to develop CHOICE academies. See Fiscal Comments for further details.

This document does not reflect the intent or official position of the bill sponsor or House of Representatives.

STORAGE NAME: h0513.CCW.doc

DATE: 12/21/2005

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. HOUSE PRINCIPLES ANALYSIS:

Promote personal responsibility – The bill provides an opportunity for students to graduate from high school capable of either entering into the workplace and/or furthering their education.

Empower families - The bill provides the opportunity for students who complete the career education program to be able to obtain and sustain a job and realize economic self-sufficiency.

#### B. EFFECT OF PROPOSED CHANGES:

##### CAREER AND PROFESSIONAL ACADEMY

###### Present Situation

Career education (a term often interchangeably used for vocational education, workforce education, or technical education) is critically important to Florida's students and to Florida's economic development. A significant percentage of Florida's students currently leave high school without adequate preparation to enter a career or continue into a technical center, community college or university program. Of every ten 9<sup>th</sup> graders, three students drop out and three of the remaining seven do not pursue additional education; six students (60%) do not go to college. Only four out of the 10 (40%) attend college.<sup>1</sup> Reformed career education programs in the high school years would not only benefit the six students who do not attend college, but has the potential of benefiting all students.

###### Career Education Task Force

The Commissioner of Education was directed by the passing of HB 769 (Chapter 2004-357, L.O.F.) to convene a Career Education Task Force (Task Force) to investigate issues related to workforce or career education. The Task Force chaired by the Lieutenant Governor, held several meetings to discuss workforce related issues. The Task Force determined that greater focus on, and support of, career and professional education represents significant opportunities to make Florida's education system more effective. One of the areas that became a focal point of the Task Force was the importance of rigorous and relevant academic curriculum.

###### Certification on High School Diploma

Currently, school districts may establish career education programs; including career academies, career institutes, and industry certification programs, as well as career education courses that are general in nature and explore various occupations. Section 1003.431, F.S., provides that a career education certification may be placed on a student's diploma. The certification is designed to indicate that a student is prepared for both postsecondary education without the need for remediation and that the student has marketable employment skills. The State Board of Education (SBE) was given authority to adopt rules for a standard format for the career education certification. Currently, the SBE has not adopted rules for career education certification and no school districts have placed the career education certification on high school diplomas.

###### Industry Certification

Industry certification is an industry-based series of competencies needed to work successfully in a career area. The industry in many cases provides a defined process where the secondary vocational programs can certify that they meet a series of requirements in equipment, curriculum and educational

<sup>1</sup> *Career and professional education: preparing Florida's Students for the Knowledge Economy*, Council for Education Policy, Research and Improvement (CEPRI), September 2004

staff requirements. The industry oversees the process and assures continued compliance with industry requirements for recertification at regular intervals. As of 2004, Florida school districts were offering 132 secondary programs that were industry-certified. In a 2004 survey conducted by DOE three types of industry certification for secondary vocational programs offered by the school districts were identified.

**Industry Developed Curricula** – Specific curricula is created by state or national professional organizations representing various industries. These curricula are based on standards that are recognized and approved by the industry.

**Program Accreditation** – Programs are accredited by a national accrediting body associated with a specific industry. That industry may also require a program to implement a specific curriculum.

**Product Specific Certification** – Programs are certified and associated with a specific vender or product. This type of certificate occurs mainly in the area of computer application and network support.

#### *CHOICE Program Model*

The CHOICE program engineered by Okaloosa school district engages students to pursue rigorous college preparatory level work while simultaneously preparing for high demand jobs with industry level certification. The CHOICE model provides a structure for organizing career training to ensure that outcomes are focused on viable occupations and industry needs and are based on career clusters as defined by the United States Department of Education (USDOE).<sup>2</sup> The CHOICE Program is outcome-based so that students achieve a high school diploma and industry certification for employment, movement into postsecondary training and college, or both.

#### *Course Code Directory*

The Department of Education approves courses for the succeeding school year no less than 180 days prior to that school year. In order for a student to meet graduation requirements, course requirements are set before the school year begins. Currently, school districts may propose a new course to be added to the Course Code Directory by submitting information and details on the course to the Department of Education. In November, information on the courses is presented to the State Board of Education who reviews and approves the Course Code Directory each year.

#### *High School Graduation Requirements*

Graduation requires successful completion of either a minimum of 24 academic credits in grades 9 through 12 or an International Baccalaureate curriculum. The 24 credits are distributed as follows:

- Four credits in English, with major concentration in literature & composition;
- Three credits in mathematics, 1 must be at Algebra 1 or higher level, or be a series of courses equivalent to Algebra I;
- Three credits in science, two of which must have a laboratory component;
- Three in Social Science; one in American history, 1 in world history, ½ in economics and ½ in American government;
- One credit in practical arts career education or one credit in performing fine arts;
- One-half credit in life management skills;
- One credit in physical education; and
- Eight and one-half elective credits.

#### **Effect of Proposed Changes**

HB 513 defines “career and professional academy” (CAP academy) as a research based program that offers a rigorous and relevant academic curriculum with an industry and business relevant career theme offered by a public school or school district. The goals of the career and professional academy

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<sup>2</sup> [www.careerclusters.org](http://www.careerclusters.org)

would be to increase student achievement, focus on careers and postsecondary education, and raise student aspiration and commitment to academic achievement.

HB 513 requires that each career and professional academy:

- Provides a rigorous and relevant standard-based academic curriculum through a career-based theme with instruction relevant to the career;
- Includes one or more partnerships with businesses, industry, employers, economic development organization, or other partners from the local community;
- Includes partnership with public or private postsecondary institutions accredited by a regional or national accrediting agency recognized by the United States Department of Education;
- Provides creative and tailored student advisement, including opportunities and encouragement for parent participation in career education planning, and coordination with middle schools in the school district to provide career counseling.
- Provides a career education certification on the high school diploma;
- Provides instruction, certification, or credentials in work readiness skill; and
- Establishes student eligibility criteria.

Career and professional academies may be offered in one of the following small learning communities:

- Career High-Skill Occupational Initiative for Career Education (CHOICE) academy with one career theme as part of an existing high school or as a school-within-a-school.
- Comprehensive Career Academy with one or more career themes.

HB 513 amends s. 1003.43, F.S., regarding general requirements for high school graduation, to require that each district's student progression plan provide for the substitution of a course identified in the Course Code Directory and offered in a CHOICE academy or a comprehensive career academy for a credit requirement for graduation. This substitution is limited to a maximum of two academic credit requirements.

#### CAREER HIGH-SKILL OCCUPATIONAL INITIATIVE FOR CAREER EDUCATION (CHOICE) ACADEMY

HB 513 defines a Career High-Skill Occupational Initiative for Career Education (CHOICE) academy as a career and professional academy that offers a rigorous and relevant academic curriculum leading to industry-recognized certification, college credit, and credit toward a high school diploma.

The bill requires the Department of Education (DOE) to establish a Career High-Skill Occupational Initiative for Career Education (CHOICE) project. The project must consist of a competitive process for selecting and designating school districts as participants and designates CHOICE academies in schools within participating school districts.

The bill requires DOE to establish application guidelines for an annual competitive process and eligibility criteria for school district participation. DOE, in consultation with Workforce Florida, Inc., and Enterprise Florida, Inc may designate as many school districts as it deems advisable each year.

The bill requires DOE, in consultation with Workforce Florida, Inc., to establish standards for designating specific CHOICE academies in each participating school district. The Okaloosa County School district may serve in an advisory role in the establishment of such standards.

The purpose of CHOICE academy will be to:

- Draw upon ongoing partnerships between education and workforce development or economic development organizations to enhance the quality and opportunities for career education for high school students by exposure to in-demand career education;
- Build upon the state system of school improvement and education accountability by providing students with a solid academic foundation, opportunities to obtain industry-recognized

certification or credentials, and preparation for postsecondary educational experiences in related fields;

- Focus student on completing high school graduation requirements including receiving passing scores on the grade 10 FCAT; and
- Prepare graduate high school students to make appropriate choices relative to employment and future education experiences.

The bill authorizes DOE to approve or disapprove within 30 days a request by a participating school district on behalf of a designated CHOICE academy for the substitution of appropriate rigorous and relevant coursework deemed critical for student success by an industry for coursework required for high school graduation. If a response hasn't been received by the school district within 30 days the district school board shall allow the substitution according to its student progression plan. This substitution is limited to a maximum of two academic credit requirements per student.

#### COMPREHENSIVE CAREER ACADEMY

HB 513 defines a comprehensive career academy as a career and professional academy that offers a rigorous and relevant academic curriculum that prepares students for college, careers, and productive citizenship.

The bill requires the Department of Education (DOE) to establish a comprehensive career academy project to provide for the designation of comprehensive career academies in the school districts. DOE in consultation with the school districts shall adopt criteria for evaluation of comprehensive career academies and an assessment tool based on national standards of practice. The assessment tool will be used by the comprehensive career academy to perform a self-assessment at the end of the first year of operation and periodically as determined by DOE.

The bill authorizes DOE to approve or disapprove within 30 days a request by a school district on behalf of a designated comprehensive career academy for the substitution of appropriate rigorous and relevant coursework deemed critical for student success by an industry for coursework required for high school graduation. If a response hasn't been received by the school district within 30 days the district school board must allow the substitution according to its student progression plan. This substitution is limited to a maximum of two academic credit requirements per student.

#### C. SECTION DIRECTORY:

Section 1: Creates s. 1003.493, F.S.; defining the term "career and professional academy" ; providing academy goals and duties; providing types of career and professional academies; providing for the approval of career education courses as core curricula courses under certain circumstances.

Section 2: Creates s. 1003.494, F.S.; requiring the Department of Education to establish a Career High-Skill Occupational Initiative for Career Education (CHOICE) project as a competitive process for the designation of school district participants and CHOICE academies; providing eligibility criteria for such designation; providing duties of school districts and the department; providing for the award to certain school districts of startup funds for the development of Choice academies.

Section 3: Creates s. 1003.495, F.S.; requiring the department to establish a comprehensive career academy project to provide for the designation of comprehensive career academies; providing duties of the department; providing for assessment of academies.

Section 4: Amends s. 1003.43, F.S.; requires district school board student progression plan to provide for the substitution of certain courses for credit requirements for high school graduation.

Section 5: Amends ss. 288.9015 and 445.004, F.S.; conforms duties of Enterprise Florida, Inc., and Workforce Florida, Inc.

Section 6: Providing an effective date of July 1, 2006.

## **II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT**

### **A. FISCAL IMPACT ON STATE GOVERNMENT:**

1. Revenues: See Fiscal Comments
2. Expenditures: See Fiscal Comments

### **B. FISCAL IMPACT ON LOCAL GOVERNMENTS:**

1. Revenues: See Fiscal Comments
2. Expenditures: See Fiscal Comments

### **C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:**

### **D. FISCAL COMMENTS:**

The Department of Education bill analysis states that the department would require four staff positions to develop evaluation criteria, provide an annual report, approve the request for substitutions of appropriate coursework, and assess and approve coursework substitution for the comprehensive career academy program established in the bill. The total estimated cost by the Department of Education for the additional staff is \$273,585.

#### **Career and Professional Academy Startup Funds**

During the 2005 legislative session \$6 million dollars was allocated under the SUCCEED, Florida Career Paths program to provide startup funds to design and implement career and professional academies for the 2005-06 school year. The funds were designed to offset planning and implementation cost for partnership between a school district school board and one or more businesses, industries or public postsecondary educational institutions to operate a career and professional academy. These funds were non-recurring state funds.

The Workforce Florida, Inc., in 2005-2006 provided CHOICE Career Institute grants in the amount of \$830,572 to four Regional Workforce Boards in conjunction with their respective five school boards districts to replicate the model developed and used by Okaloosa County School District.<sup>3</sup>

The bill authorizes the Department of Education to award one-time startup funds to five of the school districts designated as participants in the CHOICE project for the development of CHOICE academies. School districts are authorized to establish one or more CHOICE academies without incentive funds.

<sup>3</sup> [http://www.workforceflorida.com/wages/wfi/bcs/0602\\_calendar.htm](http://www.workforceflorida.com/wages/wfi/bcs/0602_calendar.htm)



The Okaloosa County School District and other school districts that have received funding from Workforce Florida, Inc., for the establishment of CHOICE academies prior to July 1, 2006 will receive an expedited review for CHOICE academy designation by the Department of Education.

### **III. COMMENTS**

#### **A. CONSTITUTIONAL ISSUES:**

1. Applicability of Municipality/County Mandates Provision: NONE

2. Other: NONE

#### **B. RULE-MAKING AUTHORITY:**

The bill gives no specific rulemaking authority; however, DOE is required to establish application guidelines, eligibility criteria, standards and evaluation criteria.

#### **C. DRAFTING ISSUES OR OTHER COMMENTS:**

The bill requires DOE to make appropriate policy decisions regarding CHOICE academies when such decisions are not specifically directed by law.

### **IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES**

HB 513

2006

A bill to be entitled

An act relating to career and professional academies; creating s. 1003.493, F.S.; defining the term "career and professional academy"; providing academy goals and duties; providing types of career and professional academies; providing for the approval of career education courses as core curricula courses under certain circumstances; creating s. 1003.494, F.S.; requiring the Department of Education to establish a Career High-Skill Occupational Initiative for Career Education (CHOICE) project as a competitive process for the designation of school district participants and CHOICE academies; providing eligibility criteria for such designation; providing duties of school districts and the department; providing for the award to certain school districts of startup funds for the development of CHOICE academies; creating s. 1003.495, F.S.; requiring the department to establish a comprehensive career academy project to provide for the designation of comprehensive career academies; providing duties of the department; providing for assessment of academies; amending s. 1003.43, F.S.; requiring district school board student progression plans to provide for the substitution of certain courses for credit requirements for high school graduation; amending ss. 288.9015 and 445.004, F.S.; providing duties of Enterprise Florida, Inc., and Workforce Florida, Inc., to conform; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 1003.493, Florida Statutes, is created to read:

1003.493 Career and professional academies.--

(1) A "career and professional academy" is a research-based program as described in subsection (3) that offers a rigorous and relevant academic curriculum with an industry and business relevant career theme offered by a public school or school district.

(2) The goals of career and professional academies are to:

(a) Increase student achievement.

(b) Focus on careers and postsecondary education.

(c) Raise student aspiration and commitment to academic achievement.

(3) A career and professional academy may be offered as one of the following small learning communities:

(a) A Career High-Skill Occupational Initiative for Career Education (CHOICE) academy, pursuant to s. 1003.494, with one career theme and created as part of an existing high school or as a school-within-a-school program. Students in the school are not required to be students in the academy.

(b) A comprehensive career academy, pursuant to s. 1003.495, that is structured around one or more career themes and consists of one or more career academy programs.

(4) Each career and professional academy must:

(a) Provide a rigorous and relevant standards-based academic curriculum through a career-based theme with

57 instruction relevant to the career. The curriculum must take  
58 into consideration multiple styles of student learning; promote  
59 learning by doing through application and adaptation; maximize  
60 relevance of the subject matter; enhance each student's capacity  
61 to excel; and include an emphasis on work habits and work  
62 ethics.

63 (b) Include one or more partnerships with businesses,  
64 industry, employers, economic development organizations, or  
65 other appropriate partners from the local community. Such  
66 partnerships must include opportunities for:

67 1. Highly skilled professionals to provide instruction in  
68 their areas of expertise.

69 2. Use of state-of-the-art equipment in the instructional  
70 program of the academy.

71 3. Internships, externships, and on-the-job training.

72 (c) Include one or more partnerships with public or  
73 private postsecondary institutions accredited by a regional or  
74 national accrediting agency recognized by the United States  
75 Department of Education. The educational partner must:

76 1. Agree to articulate coursework to maximize  
77 transferability of credit.

78 2. Offer a postsecondary degree, diploma, or certificate  
79 in the career theme of the academy.

80 (d) Provide creative and tailored student advisement,  
81 including opportunities and encouragement for parent  
82 participation in career education planning, and coordination  
83 with middle schools in the school district to provide career  
84 counseling. The coordination with middle schools must include

85 promotion in middle school of secondary and postsecondary career  
86 education programs and opportunities to participate in an  
87 academy. Such promotion may take place through middle school  
88 exploratory courses.

89 (e) Provide a career education certification on the high  
90 school diploma pursuant to s. 1003.431.

91 (f) Provide instruction, certification, or credentials in  
92 work readiness skills, including, but not limited to,  
93 communication skills, interpersonal skills, decisionmaking  
94 skills, the importance of attendance and timeliness in the work  
95 environment, and work ethics.

96 (g) Establish student eligibility criteria. While  
97 recognizing that rigorous academic performance will be expected  
98 of all students participating in an academy, initial eligibility  
99 criteria must permit opportunities for students who may not yet  
100 meet the academic requirements but demonstrate characteristics  
101 that may lead to success in an academy. The aim of an academy  
102 should be to serve not only students who are already succeeding  
103 but also students who would succeed if the proper instructional  
104 and motivational opportunities were provided.

105 (5) If a career and professional academy is designated as  
106 a CHOICE academy under s. 1003.494 or a comprehensive career  
107 academy under s. 1003.495, the career education courses offered  
108 in the academy that emphasize reading, writing, mathematics, and  
109 science may be considered core curricula courses upon approval  
110 of the Commissioner of Education.

111 Section 2. Section 1003.494, Florida Statutes, is created  
112 to read:

113 1003.494 Career High-Skill Occupational Initiative for  
114 Career Education (CHOICE) academies.--

115 (1) The Department of Education shall establish a Career  
116 High-Skill Occupational Initiative for Career Education (CHOICE)  
117 project. The project shall consist of a competitive process for  
118 selecting and designating school districts as participants in  
119 the project and designating CHOICE academies in schools within  
120 participating school districts.

121 (2) A CHOICE academy is a career and professional academy  
122 that meets the goals and requirements specified in s. 1003.493  
123 and offers a rigorous and relevant academic curriculum leading  
124 to industry-recognized certification, college credit, and credit  
125 toward a high school diploma. Existing career education courses  
126 may serve as a foundation for the creation of a CHOICE academy.

127 (3) The purpose of a CHOICE academy shall be to:

128 (a) Draw upon ongoing partnerships between education and  
129 workforce development or economic development organizations to  
130 enhance the quality and opportunities for career education for  
131 high school students by exposure to in-demand career education  
132 as identified by such organizations in the local community.

133 (b) Build upon the state system of school improvement and  
134 education accountability by providing students with a solid  
135 academic foundation, opportunities to obtain industry-recognized  
136 certification or credentials, and preparation for postsecondary  
137 educational experiences in related fields.

138 (c) Focus students on completing high school graduation  
139 requirements, including, but not limited to, receiving passing  
140 scores on the grade 10 FCAT.

141 (d) Prepare graduating high school students to make  
142 appropriate choices relative to employment and future  
143 educational experiences.

144 (4) The Department of Education shall establish  
145 application guidelines for an annual competitive process and  
146 eligibility criteria for school district participation. A school  
147 district may apply to the department for designation as a CHOICE  
148 project participating district, and the department, in  
149 consultation with Workforce Florida, Inc., and Enterprise  
150 Florida, Inc., may designate as many school districts as it  
151 deems advisable each year. Eligibility criteria for designation  
152 of a school district as a CHOICE project participant shall  
153 include, but not be limited to:

154 (a) The willingness and ability of associated businesses  
155 or industries to form partnerships with and support CHOICE  
156 academies.

157 (b) The dedication of school district resources to CHOICE  
158 academies.

159 (5) The Department of Education, in consultation with  
160 Workforce Florida, Inc., shall establish standards for  
161 designating specific CHOICE academies in each participating  
162 school district. The Okaloosa County School District may serve  
163 in an advisory role in the establishment of such standards. A  
164 participating school district may apply to the department for  
165 designation of a CHOICE academy within a school in the district.  
166 Eligibility criteria for such designation must include, but not  
167 be limited to, the following:

168        (a) The existence of partnerships with an associated  
169        business or industry and a regional workforce board or the  
170        primary local economic development organization in the county as  
171        recognized by Enterprise Florida, Inc. The partnership of the  
172        business or industry with the CHOICE academy must be based on  
173        the connection of the business or industry with the academy's  
174        career theme and must involve future plans for improving the  
175        local economy. The business or industry partner must be  
176        consulted during the planning stages of a CHOICE academy and  
177        provide business or industry support and resources devoted to  
178        the CHOICE academy.

179        (b) The existence of at least one established partnership  
180        and an articulation agreement for credit with a postsecondary  
181        institution.

182        (c) The existence of participation opportunities for  
183        students, including students in home education programs,  
184        students with disabilities, and nontraditional students.

185        (d) The existence of a plan for sustaining the CHOICE  
186        academy.

187  
188        The Okaloosa County School District and other school districts  
189        that have received funding from Workforce Florida, Inc., for the  
190        establishment of CHOICE academies prior to July 1, 2006, shall  
191        receive an expedited review for CHOICE academy designation by  
192        the department.

193        (6) A participating school district shall:

194        (a) Identify an appropriate location for classes.



195        (b) Ensure that a CHOICE academy is flexible enough to  
196        respond both to the needs and abilities of students and to the  
197        needs of associated businesses or industries.

198        (c) Redirect appropriated funding from ongoing activities  
199        to a CHOICE academy.

200        (d) Plan for sustaining a CHOICE academy as an ongoing  
201        program without additional funding.

202        (e) Assist in program technical support for students in  
203        private schools, charter schools, or home education programs.

204        (f) Allow students in private schools, charter schools, or  
205        home education programs to participate in a CHOICE academy  
206        through dual enrollment.

207        (7) The Department of Education shall:

208        (a) With assistance from Workforce Florida, Inc., provide  
209        technical assistance to participating school districts in  
210        submitting applications for designation of specific CHOICE  
211        academies located in specific schools in the school district,  
212        reorganizing career education opportunities, developing CHOICE  
213        academies with career themes in areas deemed appropriate by  
214        Workforce Florida, Inc., or local economic development  
215        organizations, and developing funding plans.

216        (b) Approve or disapprove within 30 days a request by a  
217        participating school district on behalf of a designated CHOICE  
218        academy for the substitution of appropriate rigorous and  
219        relevant coursework deemed critical for student success by an  
220        industry for coursework required for high school graduation. If  
221        the school district does not receive a response to the request  
222        within 30 days, the district school board shall allow the

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223 substitution according to its student progression plan pursuant  
224 to s. 1003.43(1).

225 (c) Make appropriate policy decisions relative to CHOICE  
226 academies when such decisions are not specifically directed by  
227 law.

228 (d) Jointly with Workforce Florida, Inc., and in  
229 consultation with the school districts, develop evaluation  
230 criteria for CHOICE academies. Such criteria shall include  
231 increased academic performance of students and schools using  
232 school-level accountability data.

233 (e) Report to the State Board of Education, the Governor,  
234 the President of the Senate, and the Speaker of the House of  
235 Representatives by July 1 of each year on school district  
236 participation in the CHOICE project, designated CHOICE academies  
237 with enrollment and completion data for such academies, and  
238 appropriate outcomes for students who have completed a CHOICE  
239 academy program. Such outcomes may include continuing  
240 educational experiences of CHOICE academy graduates, business or  
241 industry satisfaction with the CHOICE academies, placement of  
242 CHOICE academy graduates in employment, and earnings of such  
243 graduates.

244 (f) Have the authority to promote CHOICE academies and to  
245 provide planning and startup resources.

246 (8) Pursuant to appropriation in the General  
247 Appropriations Act, the Department of Education shall award one-  
248 time startup funds to five of the school districts designated as  
249 participants in the CHOICE project for the development of CHOICE  
250 academies. All school districts designated by the department are

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251 authorized to establish one or more CHOICE academies without  
252 incentive funds.

253 Section 3. Section 1003.495, Florida Statutes, is created  
254 to read:

255 1003.495 Comprehensive career academies.--

256 (1) The Department of Education shall establish a  
257 comprehensive career academy project to provide for the  
258 designation of comprehensive career academies in the school  
259 districts.

260 (2) A comprehensive career academy is a career and  
261 professional academy that meets the goals and requirements  
262 specified in s. 1003.493 and offers a rigorous and relevant  
263 academic curriculum that prepares students for college, careers,  
264 and productive citizenship.

265 (3) The Department of Education, in consultation with the  
266 school districts, shall adopt criteria for evaluation of  
267 comprehensive career academies and an assessment tool based on  
268 national standards of practice. The assessment tool must be  
269 designed so that a comprehensive career academy may use it as a  
270 self-assessment tool.

271 (4) Each comprehensive career academy shall perform a  
272 self-assessment using the adopted assessment tool at the end of  
273 the first year of operation and periodically thereafter as  
274 determined by the Department of Education.

275 (5) A school district may request the Department of  
276 Education to conduct an assessment of a comprehensive career  
277 academy for purposes of designation by the department as a  
278 comprehensive career academy. If the department determines that

279 an academy meets national standards of practice, the department  
280 shall designate the academy as a comprehensive career academy.

281 (6) The Department of Education shall approve or  
282 disapprove within 30 days a request by a school district on  
283 behalf of a designated comprehensive career academy for the  
284 substitution of appropriate rigorous and relevant coursework  
285 deemed critical for student success by an industry for  
286 coursework required for high school graduation. If the school  
287 district does not receive a response to the request within 30  
288 days, the district school board shall allow the substitution  
289 according to its student progression plan pursuant to s.  
290 1003.43(1).

291 Section 4. Subsection (1) of section 1003.43, Florida  
292 Statutes, is amended to read:

293 1003.43 General requirements for high school graduation.--

294 (1) Graduation requires successful completion of either a  
295 minimum of 24 academic credits in grades 9 through 12 or an  
296 International Baccalaureate curriculum. The 24 credits shall be  
297 distributed as follows:

298 (a) Four credits in English, with major concentration in  
299 composition and literature.

300 (b) Three credits in mathematics. Effective for students  
301 entering the 9th grade in the 1997-1998 school year and  
302 thereafter, one of these credits must be Algebra I, a series of  
303 courses equivalent to Algebra I, or a higher-level mathematics  
304 course.

305 (c) Three credits in science, two of which must have a  
306 laboratory component. Agriscience Foundations I, the core course

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in secondary Agriscience and Natural Resources programs, counts as one of the science credits.

(d) One credit in American history.

(e) One credit in world history, including a comparative study of the history, doctrines, and objectives of all major political systems.

(f) One-half credit in economics, including a comparative study of the history, doctrines, and objectives of all major economic systems. The Florida Council on Economic Education shall provide technical assistance to the department and district school boards in developing curriculum materials for the study of economics.

(g) One-half credit in American government, including study of the Constitution of the United States. For students entering the 9th grade in the 1997-1998 school year and thereafter, the study of Florida government, including study of the State Constitution, the three branches of state government, and municipal and county government, shall be included as part of the required study of American government.

(h)1. One credit in practical arts career education or exploratory career education. Any career education course as defined in s. 1003.01 may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career education provided in this subparagraph;

2. One credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate, may be taken to

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satisfy the high school graduation requirement for one credit in performing arts pursuant to this subparagraph; or

3. One-half credit each in practical arts career education or exploratory career education and performing fine arts, as defined in this paragraph.

Such credit for practical arts career education or exploratory career education or for performing fine arts shall be made available in the 9th grade, and students shall be scheduled into a 9th grade course as a priority.

(i) One-half credit in life management skills to include consumer education, positive emotional development, marriage and relationship skill-based education, nutrition, parenting skills, prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases, benefits of sexual abstinence and consequences of teenage pregnancy, information and instruction on breast cancer detection and breast self-examination, cardiopulmonary resuscitation, drug education, and the hazards of smoking.

(j) One credit in physical education to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the junior varsity or varsity level, for two full seasons, shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better. The competency test on personal fitness must be developed by the Department of Education. A district school

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board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officer Training Corps (R.O.T.C.) class a significant component of which is drills shall satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual educational plan (IEP) or 504 plan.

(k) Eight and one-half elective credits.

District school boards may award a maximum of one-half credit in social studies and one-half elective credit for student completion of nonpaid voluntary community or school service work. Students choosing this option must complete a minimum of 75 hours of service in order to earn the one-half credit in either category of instruction. Credit may not be earned for service provided as a result of court action. District school boards that approve the award of credit for student volunteer service shall develop guidelines regarding the award of the credit, and school principals are responsible for approving specific volunteer activities. A course designated in the Course Code Directory as grade 9 through grade 12 that is taken below the 9th grade may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements as specified in a district school board's student progression plan.

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A student shall be granted credit toward meeting the requirements of this subsection for equivalent courses, as identified pursuant to s. 1007.271(6), taken through dual enrollment. Each district school board's student progression plan must provide for the substitution of a course identified in the Course Code Directory and offered in a designated CHOICE academy under s. 1003.494 or in a designated comprehensive career academy under s. 1003.495 for a credit requirement for graduation under this subsection. A student may make such substitution for a maximum of two of the academic credit requirements.

Section 5. Subsection (7) is added to section 288.9015, Florida Statutes, to read:

288.9015 Enterprise Florida, Inc.; purpose; duties.--

(7) Enterprise Florida, Inc., shall work with the Department of Education and Workforce Florida, Inc., in the designation of school districts as participants in the CHOICE project pursuant to s. 1003.494.

Section 6. Paragraph (i) is added to subsection (5) of section 445.004, Florida Statutes, to read:

445.004 Workforce Florida, Inc.; creation; purpose; membership; duties and powers.--

(5) Workforce Florida, Inc., shall have all the powers and authority, not explicitly prohibited by statute, necessary or convenient to carry out and effectuate the purposes as determined by statute, Pub. L. No. 105-220, and the Governor, as well as its functions, duties, and responsibilities, including, but not limited to, the following:



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419        (i) Working with the Department of Education and  
 420        Enterprise Florida, Inc., in the implementation of the CHOICE  
 421        project pursuant to s. 1003.494.

422        Section 7. This act shall take effect July 1, 2006.



## HOUSE OF REPRESENTATIVES STAFF ANALYSIS

**BILL #:** HB 801  
**SPONSOR(S):** Patterson  
**TIED BILLS:**

Florida Ready to Work Certification Program

**IDEN./SIM. BILLS:**

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) <u>Community Colleges &amp; Workforce Committee</u>		Thomas <i>MT</i>	Ashworth <i>ga</i>
2) <u>Education Appropriations Committee</u>			
3) <u>Education Council</u>			
4) _____			
5) _____			

### SUMMARY ANALYSIS

HB 801 creates the Florida Ready to Work Certification Program which will provide workforce skills assessment, instruction designed to address specific academic, technical and work ethic skills related to an occupation and certification based on demonstration of these skills.

Florida Ready to Work Certification Programs shall be composed of:

- A profile of skills associated with the occupation identified for the program by the Agency for Workforce Innovation. The student must demonstrate these skills in order to receive the certification.
- A preinstructional assessment that accurately describes the student's mastery level on specific academic, technical and work ethics skills identified in the profile for the occupation.
- A targeted instructional program for academic, technical and work ethics skills in which the student is not competent as measured by the preinstructional assessment. Instruction must be available on the Internet and revisable.
- A certificate and portfolio awarded to students upon successful completion of the instruction.

Florida Ready to Work Certification Programs may be conducted at public secondary schools, community colleges, area technical centers, one-stop career centers, vocational rehabilitation centers and Department of Juvenile Justice educational facilities. High school students may participate in the program if they are enrolled in a program of study that results in a career education certification on their high school diploma.

The bill requires the Department of Education (DOE) to establish institutional readiness criteria for the implementation of the Florida Ready to Work Certification Program.

The bill provides rulemaking authority to the State Board of Education and the Agency for Workforce Innovation for the implementation of the Florida Ready to Work Certification Program.

HB 801 provides 50 million dollars from the 2006-2007 General Appropriations Act to be transferred to two trust funds which will, over a period of 3 fiscal years, support the Florida Ready to Work Certification Program. One trust fund with a balance of 39 million dollars is within the Department of Education called Educational Media and Technology Trust Fund. The other trust fund with a balance of 11 million dollars is within the Agency for Workforce Innovation called Employment Security Administration Trust Fund. See Fiscal Comments for further details.

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. HOUSE PRINCIPLES ANALYSIS:

Promote personal responsibility – The bill provides an opportunity for students to graduate from high school capable of entering into the workforce.

Provide limited government – The bill provides rulemaking authority to the State Board of Education and the Agency for Workforce Innovation for the implementation of the Florida Ready to Work Certification Program.

Empower families – The bill provides the opportunity for students who complete the Florida Ready to Work Certification Program to be able to obtain and sustain a job and realize economic self-sufficiency.

#### B. EFFECT OF PROPOSED CHANGES:

##### **Present Situation**

According to a new RAND report, *The 21<sup>st</sup> Century at Work*, rapid technological change and increased international competition place the spotlight on the skill and preparation of the workforce, particularly the ability to adapt to changing technologies and shifting product demand. The growing importance of knowledge-based work favors workers with the skills of abstract reasoning, problem solving, communication and collaboration. Knowledge workers will need high-level skills for managing, interpreting, validating, transforming, communicating and acting on information.<sup>1</sup>

Career education (a term often interchangeably used for vocational education, workforce education, or technical education) is critically important to Florida's students and to Florida's economic development. A significant percentage of Florida's students currently leave high school without adequate preparation to enter a career or continue into a technical center, community college or university program. Of every ten 9<sup>th</sup> graders, three students drop out and three of the remaining seven do not pursue additional education; six students (60%) do not go to college. Only four out of the 10 (40%) attend college.<sup>2</sup> Reformed career education programs in the high school years would not only benefit the six students who do not attend college, but has the potential of benefiting all students.

##### Career Education Certification

Currently, section 1003.431, F.S., provides that a career education certification may be placed on a student's high school diploma. The certification is designed to indicate that a student is prepared for both postsecondary education without the need for remediation and that the student has marketable employment skills. The State Board of Education was given the authority to adopt rules for a standard format for the career education certification. Currently, the SBE has not adopted rules for the career education certification and no school districts offer this for high school diplomas.

##### Work Readiness Credential Models

##### National Work Readiness Credential Project

The U.S. Chamber's Center for Workforce Preparation (CWP) and the Equipped for the Future Work Readiness Credential are in the process of developing a new program which will provide an assessment-based certification that affirms that entry-level job seekers have communication,

<sup>1</sup> Education Commission of the States, January 2005. *State Strategies for Redesigning High Schools and Promoting High School to College Transitions*, p. 1.

<sup>2</sup> *Career and Professional Education: Preparing Florida's Students for the Knowledge Economy*, Council for Education Policy, Research and Improvement (CEPRI), September 2004

interpersonal, decision-making, and lifelong learning skills. This partnership is in response to business concerns about the difficulty in finding qualified applicants for entry-level work. National and state leaders in business, government, and labor have come together to build a national Work Readiness Credential (WRC) based on a business-defined standard of the critical skills needed by entry-level workers. Employers using the Work Readiness Credential will reduce recruitment cost, improve productivity, minimize turnover and lower on-the-job training costs by being able to confidently hire entry-level workers. The credential assessment and delivery system is currently being field tested in 6 partner states. Florida is one of those states. The program is expected to be available for broad use by chambers, businesses, one-stop centers, and education and training providers in June 2006.

### WorkKeys

WorkKeys is a job skills assessment system measuring "real world" skills that employers believe are critical to job success. The abilities to learn, listen, communicate, work in teams and solve problems are important assets for any worker, regardless of career choice. WorkKeys assessments measure these abilities in three key areas:

- communication – (business writing, listening, reading for information, writing);
- problem solving – (applied mathematics, applied technology, locating information, observation); and
- interpersonal skills – (teamwork).

The WorkKeys job profiling component analyzes the skills needed for specific jobs and describes those needs to educators, students and job applicants. By comparing job profile information with an individual's scores on the WorkKeys tests, skill gaps can be identified and guide training decisions to improve the individual's WorkKeys scores. The certificates validate the WorkKeys skill levels an individual has achieved. Several states are developing WorkKeys readiness certificates to help individuals document their skills for potential employers.

### **Effect of Proposed Changes**

HB 801 creates the Florida Ready to Work Certification Program which will provide workforce skills assessment, instruction designed to address specific academic, technical and work ethic skills related to an occupation and certification based on demonstration of these skills.

Florida Ready to Work Certification Programs may be conducted at public secondary schools, community colleges, area technical centers, one-stop career centers, vocational rehabilitation centers and Department of Juvenile Justice educational facilities. High school students may participate in the program if they are enrolled in a program of study that results in a career education certification on their high school diploma.

The bill requires the Department of Education (DOE) to establish institutional readiness criteria for the implementation of the Florida Ready to Work Certification Program.

The bill provides rulemaking authority to the State Board of Education and the Agency for Workforce Innovation for the implementation of the Florida Ready to Work Certification Program.

Florida Ready to Work Certification Programs shall be composed of:

- A profile of skills associated with the occupation identified for the program by the Agency for Workforce Innovation. The student must demonstrate these skills in order to receive the certification.
- A preinstructional assessment that accurately describes the student's mastery level on specific academic, technical and work ethics skills identified in the profile for the occupation.
- A targeted instructional program that is limited to academic, technical and work ethics skills in which the student is not competent as measured by the preinstructional assessment. Instruction must be available on the internet and revisable to meet specific needs of local employers.
- A certificate and portfolio awarded to students upon successful completion of the instruction.

## C. SECTION DIRECTORY:

Section 1: Creates s. 1004.99, F.S., The Florida Ready to Work Certification Program; providing students with workforce skills assessment, instruction related to an occupation, and certification based on demonstration of such skills; providing for institutional eligibility; providing program components; authorizing rulemaking.

Section 2: Providing appropriations from transferred funds in the Educational Media and Technology Trust Fund within the Department of Education for 2006-2007, 2007-2008 and 2008-2009.

Section 3: Providing appropriations from transferred funds in the Employment Security Administration Trust Fund within the Agency for Workforce Innovation for 2006-2007, 2007-2008 and 2008-2009.

Section 4: Providing an effective date of July 1, 2006.

## II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

### A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues: See Fiscal Comments
2. Expenditures: See Fiscal Comments

### B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues: See Fiscal Comments
2. Expenditures: See Fiscal comments

### C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

See Fiscal Comments

### D. FISCAL COMMENTS: See Fiscal Comments

HB 801 provides 50 million dollars from the 2006-2007 appropriations to be transferred to two trust funds to be distributed over a period of 3 fiscal years. One trust fund is within the Department of Education called Educational Media and Technology Trust Fund. This is to be used for student assessments, curriculum, and instruction for the Florida Ready to Work Certification Program. A balance of 39 million dollars would be placed in the trust fund with appropriation for the following fiscal years with the following amount:

- 11 million dollars appropriated for fiscal year of 2006-2007;
- 13 million dollars appropriated for fiscal year of 2007-2008; and
- 15 million dollars appropriated for fiscal year of 2008-2009.

The other trust fund is within the Agency for Workforce Innovation called Employment Security Administration Trust Fund. This is to be used for business outreach and profiling for the Florida Ready to Work Certification Program. A balance of 11 million dollars would be placed in the trust fund appropriated for the following fiscal year with the following amounts:

- 4 million dollars appropriated for fiscal year of 2006-2007;
- 4 million dollars appropriated for fiscal year of 2007-2008; and
- 3 million dollars appropriated for fiscal year of 2008-2009.

**Educational Media and Technology Trust Fund**

Chapter 99-95, laws of Florida, re-created the Educational Media and Technology Trust Fund to record revenue and disbursements by the Department of Education for the cost of producing and disseminating educational materials and products.

**Employment Security Administration Trust Fund**

Section 443.21, F.S. creates in the State Treasury the Employment Security Administration Trust Fund. All moneys deposited into this fund remain continuously available to the Agency for Workforce Innovation for expenditure in accordance with Chapter 443 and do not revert at any time and may not be transferred to any other fund.

### **III. COMMENTS**

#### **A. CONSTITUTIONAL ISSUES:**

1. Applicability of Municipality/County Mandates Provision: None

2. Other: None

#### **B. RULE-MAKING AUTHORITY:**

The State Board of Education and the Agency for Workforce Innovation are given rulemaking authority for the implementation of the Florida Ready to Work Certification Program.

#### **C. DRAFTING ISSUES OR OTHER COMMENTS:**

The bill appropriates money for fiscal years in 2007 – 2008 and 2008 – 2009. This could be construed to be binding a future legislature.

### **IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES**

1 A bill to be entitled

2 An act relating to the Florida Ready to Work Certification  
3 Program; creating s. 1004.99, F.S.; creating the program  
4 to provide students with workforce skills assessment,  
5 instruction related to an occupation, and certification  
6 based on demonstration of such skills; providing for  
7 institutional eligibility; providing program components;  
8 authorizing rulemaking; providing appropriations;  
9 providing an effective date.

10  
11 Be It Enacted by the Legislature of the State of Florida:

12  
13 Section 1. Section 1004.99, Florida Statutes, is created  
14 to read:

15 1004.99 Florida Ready to Work Certification Program.--

16 (1) There is created the Florida Ready to Work  
17 Certification Program to provide workforce skills assessment;  
18 instruction designed to address specific academic, technical,  
19 and work ethics skills related to an occupation; and  
20 certification based on demonstration of these skills. High  
21 school students may participate in the program if they are  
22 enrolled in a program of study that results in career education  
23 certification on their high school diplomas. The program is  
24 intended to prepare participants for entry-level employment in  
25 the most expeditious manner possible by focusing instruction on  
26 skills required for successful employment that the student does  
27 not demonstrate upon program entry.



28       (2) The Florida Ready to Work Certification Program may be  
29       conducted in public secondary schools, community colleges, area  
30       technical centers, one-stop career centers, vocational  
31       rehabilitation centers, and Department of Juvenile Justice  
32       educational facilities. The Department of Education shall  
33       establish institutional readiness criteria for program  
34       implementation.

35       (3) The Florida Ready to Work Certification Program shall  
36       be composed of:

37       (a) A profile of skills associated with occupations  
38       identified for inclusion in the program by the Agency for  
39       Workforce Innovation. A comprehensive set of academic,  
40       technical, and work ethics skills shall be developed for each  
41       such occupation, which skills students must demonstrate to  
42       receive certification.

43       (b) A preinstructional assessment that delineates the  
44       student's mastery level on specific academic, technical, and  
45       work ethics skills identified in the profile for that  
46       occupation.

47       (c) A targeted instructional program that is limited to  
48       the academic, technical, and work ethics skills in which the  
49       student is not proficient as measured by the preinstructional  
50       assessment. Instruction must be available on the Internet and  
51       must be revisable to meet identified specific needs of local  
52       employers.

53       (d) A certificate and portfolio awarded to students upon  
54       successful completion of the instruction. The portfolio must  
55       delineate the skills demonstrated by the student in a manner

56 that informs prospective employers of the student's preparation  
57 for employment.

58 (4) The State Board of Education and the Agency for  
59 Workforce Innovation may adopt rules necessary to implement the  
60 Florida Ready to Work Certification Program.

61 Section 2. (1) From the \$39 million transferred in fiscal  
62 year 2006-2007 to the Educational Media and Technology Trust  
63 Fund in the Department of Education, \$11 million is appropriated  
64 in fiscal year 2006-2007 for student assessments, curriculum,  
65 and instruction for the Florida Ready to Work Certification  
66 Program created under s. 1004.99, Florida Statutes.

67 (2) From the balance of funds transferred to the  
68 Educational Media and Technology Trust Fund pursuant to  
69 subsection (1), \$13 million shall be appropriated in fiscal year  
70 2007-2008 for student assessments, curriculum, and instruction  
71 for the Florida Ready to Work Certification Program created  
72 under s. 1004.99, Florida Statutes.

73 (3) From the balance of funds transferred to the  
74 Educational Media and Technology Trust Fund pursuant to  
75 subsection (1), \$15 million shall be appropriated in fiscal year  
76 2008-2009 for student assessments, curriculum, and instruction  
77 for the Florida Ready to Work Certification Program created  
78 under s. 1004.99, Florida Statutes.

79 Section 3. (1) From the \$11 million transferred in fiscal  
80 year 2006-2007 to the Employment Security Administration Trust  
81 Fund in the Agency for Workforce Innovation, \$4 million is  
82 appropriated in fiscal year 2006-2007 for business outreach and

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profiling for the Florida Ready to Work Certification Program  
created under s. 1004.99, Florida Statutes.

(2) From the balance of funds transferred to the  
Employment Security Administration Trust Fund pursuant to  
subsection (1), \$4 million shall be appropriated in fiscal year  
2007-2008 for business outreach and profiling for the Florida  
Ready to Work Certification Program created under s. 1004.99,  
Florida Statutes.

(3) From the balance of funds transferred to the  
Employment Security Administration Trust Fund pursuant to  
subsection (1), \$3 million shall be appropriated in fiscal year  
2008-2009 for business outreach and profiling for the Florida  
Ready to Work Certification Program created under s. 1004.99,  
Florida Statutes.

Section 4. This act shall take effect July 1, 2006.



## HOUSE OF REPRESENTATIVES STAFF ANALYSIS

**BILL #:** PCB CCW 06-01      Postsecondary Career Education  
**SPONSOR(S):** Community Colleges & Workforce Committee  
**TIED BILLS:**      **IDEN./SIM. BILLS:**

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
Orig. Comm.: Community Colleges & Workforce Committee		Thomas <i>MDT</i>	Ashworth <i>OJA</i>
1) _____	_____	_____	_____
2) _____	_____	_____	_____
3) _____	_____	_____	_____
4) _____	_____	_____	_____
5) _____	_____	_____	_____

### SUMMARY ANALYSIS

PCB CCW 06-01 provides articulation mechanisms to improve the transition of students between secondary schools, career centers, and other postsecondary institutions, increases some financial aid to students, and provides a matching facilities grant program for school district career centers.

#### Articulation Provisions

- Requires that the statewide articulation agreement between secondary and postsecondary include credit earned through high school career and technical education majors and career academies.
- Requires an articulated career path be established by March 2007 for workforce education professions, including criminal justice, business, nursing and allied health. All of these career paths must include:
  - Credit earned in vocational, technical, or career certificate or diploma programs to an Associate in Science (AS) or Associate in Applied Science (AAS) degree program.
  - Credit earned in AS degree to credit in Bachelor of Science degree program.
  - Credit by public and private institutions.
  - Credit for experiential learning associated with minimum training requirements for employment.
- Requires the statewide articulation agreement to include admission of postsecondary vocational, technical, or career education certificate or diploma graduates from career centers.
- Requires the Office of Program Policy Analysis and Government Accountability to assess, evaluate, and report on all existing articulation agreements.
- Provides that a career center or a charter technical career center that offers a postsecondary adult vocational (PSAV) certificate program and has entered into an articulation agreement for the delivery of a related AAS degree program may use the designation "technical college."

#### Financial Aid Provisions

- Expands Florida Public Student Assistance Grant to postsecondary career certificate programs.
- Creates a GED Success Scholarship for GED completers to enter a career center or community college program that provides a career path to one of the top 15 occupations on the state or a regional targeted occupations list.

The PCB creates a **Career Centers Facilities Enhancement Challenge Grant Program** that provides for a match of private contribution to a school district career center to be eligible for a state match.

Fiscal impact of the PCB is indeterminate. See Fiscal Comments.

This document does not reflect the intent or official position of the bill sponsor or House of Representatives.

**STORAGE NAME:** pcb01.CCW.doc  
**DATE:** 2/28/2006

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. HOUSE PRINCIPLES ANALYSIS:

Provide limited government - The State Board of Education is given rulemaking authority for the administration of the GED Success Scholarship Program.

Promote personal responsibility – The bill provides an opportunity for students who have received their GED to further their education through the GED Success Scholarship.

Empower families - The bill provides the opportunity for students who receive the GED scholarship to be able to obtain a job and realize economic self-sufficiency.

#### B. EFFECT OF PROPOSED CHANGES:

##### **Present Situation**

##### General Educational Development (GED) Program

Florida in 2000-2001, had 29,606 dropouts from the educational system. Of those 3,883 (13.12%) went on to take the GED but 12,304 (41.56 %) did not further their education.<sup>1</sup> The fastest-growing, highest-paying jobs will require education beyond high school. The most common reasons that people take the GED test are employment and education. Of the 324,327 people in SREB states who took the GED test in 2000, 31 percent cited employment as the determining factor for taking it.<sup>2</sup>

##### Career Centers

Currently s. 1001.44, F.S., provides for district school boards and district school boards of contiguous districts to establish or acquire career centers after first obtaining approval from the Department of Education (DOE). Before 2004, the statutory term used for such centers was "technical centers." Career centers are often still referred to as technical centers. Career centers offer postsecondary adult vocational programs (PSAV) that result in a certificate for students that complete the program. Career centers are not degree issuing institutions. Florida currently has 47 such career centers.

##### Applied Associate in Science Degree

Associate in Applied Science (AAS) degrees are two year technical degrees indicating that a student has been trained in a particular field and is prepared for employment. These degrees are offered at degree issuing intuitions, such as community colleges.

##### Articulation

The Commissioner of Education was directed by the passing of HB 769 (Chapter 2004-357, L.O.F.) to convene a Career Education Task Force (Task Force) to investigate issues related to workforce or career education. The Task Force chaired by the Lieutenant Governor, held several meetings to discuss workforce related issues. One of the recommendations of the Task Force was strengthening articulation at all levels.

Articulation was also a legislative priority in 2005. HB 6005 required the Department of Education (DOE) to conduct an "articulation audit". As a result of that requirement DOE convened an articulation workgroup composed of representatives from school districts and community colleges in April 2005. The purpose of this workgroup was to look at the issues, review the current status of articulation from

<sup>1</sup> Department of Education statistics 3/01/05

<sup>2</sup> SREB September 2002, Focus on the GED: Who Takes it and Why

PSAV certificates to associate degrees and make recommendations on possible statewide articulation agreements.

The workgroup established a process to include the approval of the Articulation Coordination Committee (ACC). The ACC is appointed by and reports to the Commissioner of Education. The ACC exists to coordinate ways to help students move easily from institution to institution and from one level of education to the next. The workgroup has met on several occasions and recently made a presentation to the ACC to release the results of phase one of the project. This consisted of several recommended PSAV certificate to associate degree statewide articulation agreements. The recommendations should be presented to the State Board of Education in the next month or two for approval.

#### Statewide Targeted Occupation List and Regional Targeted Occupations List

The statewide list of targeted occupations is determined by the Florida Workforce Estimating Conference (WEC). Section 216.136(a)2., F.S., requires the WEC to review data concerning the local and regional demands for short-term and long-term employment in high-skills/high-wage program jobs, as well as other jobs. The WEC develops the official targeted occupations list based on industry and occupational employment projections and wages prepared by the Labor Market Statistics Office in the Florida Agency for Workforce Innovation. The WEC meets semi-annually and makes recommendations to Workforce Florida, Inc. for use as a guide for establishing Regional Targeted Occupation Lists, which are approved by Workforce Florida, Inc.<sup>3</sup>

#### Florida Public Student Assistance Grant Program

The Florida Public Student Assistance Grant provides need-based assistance to degree seeking students attending degree granting institutions. The grant is currently not available to school district career centers or charter technical career centers.

### **Effect of Proposed Changes**

#### Technical College

PCB CCW 06-01 relating to postsecondary education, authorizes district school boards that have established career centers as part of the district school system to enter into an articulation agreement for the delivery of specified associate in applied science (AAS) degree programs.

The PCB authorizes career centers and charter technical career centers that offer a postsecondary adult vocational (PSAV) program designed to articulate into an associate in applied science degree and enters into an articulation agreement for the delivery of such a degree program to use the designation "technical college".

The PCB defines a PSAV program as a job preparatory program, excluding continuing workforce education, through which a student receives a vocational certificate upon completion of instruction.

#### Statewide Articulation

The PCB requires that State Board of Education statewide articulation agreements that govern articulation between secondary and postsecondary education include credit earned through high school career and technical education majors and career academies and admission of postsecondary vocational, technical, or career education certificate or diploma graduates from school district career centers or charter technical career centers.

The PCB requires the State Board of Education (SBE) to establish an articulated career path for specific workforce education professions including, but not limited to, the program areas of criminal justice, business, nursing, and allied health by March 1, 2007. The career path must provide for the articulation of:

- Credit earned in vocational, technical, or career certificate or diploma programs to associate in science degrees or associate in applied science degrees.

<sup>3</sup> See <http://www.labormarketinfo.com/wec/index.htm>

- Credit earned in associate in science degree programs to credit in baccalaureate degree programs.
- Credit awarded by public and private institutions.
- Credit for experiential learning associated with minimum training requirements for employment.

The PCB requires the Office of Program Policy Analysis and Government Accountability (OPPAGA) to collect, review, and conduct an assessment and evaluation of all existing statewide articulation agreements and to report on the results by December 2006.

#### GED Success Scholarship Program

The PCB creates the GED Success Scholarship Program to encourage students who successfully complete a GED program and are awarded a Florida high school diploma to attend a program offered by an accredited public or private technical or career center or a community college which has been identified by the Department of Education to have a program that provides a career path to one of the top 15 occupations in number of annual openings as listed on the Agency for Workforce Innovation's Florida Statewide Targeted Occupations List or on a regional targeted occupations list at the time of the student's initial enrollment.

DOE is authorized to issue the scholarship to a student who meets all of the following requirements:

- Florida resident for tuition purposes
- Completed all sections of the GED tests with the awarding of a Florida high school diploma
- Enrolled in a program identified by DOE as a program
- Submitted an application for scholarship to the DOE

Subject to the General Appropriations Act, DOE must allocate each year to eligible students one \$500 scholarship per student. The scholarship must be transmitted to the director or president of the eligible institutions.

The State Board of Education is authorized to adopt rules for the administration of the scholarship program.

#### Florida Public Student Assistance Grant Program

The PCB expands the need-based Florida Public Student Assistance Grant to postsecondary career certificate programs. The grant will be available to students attending school district career centers or charter technical career centers.

#### School District Career Center Facility Enhancement Challenge Grant

The PCB established the School District Career Center Facility Enhancement Challenge Grant Program for the purpose of assisting career centers in building high priority instructional and community-related capital facilities. For the school district to be eligible for a match by a state appropriation, one-third of the total cost of a facility construction project must be raised by the district, through its direct-support organization, from private sources. The state match, subject to the General Appropriations Act, may equal the amount raised up to the cost of the project. The final one-third of funds must be provided from the school district's local capital funds.

If the state match does not equal one-third of the cost, the district must renegotiate the terms of the private contributions with the donors. If the project is terminated, the private donations, plus interest, reverts to the direct support organization, and may be remitted to the donor at the donor's discretion.

After the completion of a project, one-third of any unexpended funds must be reserved for future facility construction projects by the career center that originally received the private contribution. One-third of the unexpended funds must be returned to the General Revenue Fund and one-third must be returned to the school district.



## **C. SECTION DIRECTORY:**

- Section 1: Amends s. 1001.44, F.S.; providing criteria for use of the designation "technical college".
- Section 2: Amends s. 1002.34, F.S.; providing for a charter technical career center to use the designation "charter technical college".
- Section 3: Amends s. 1004.02, F.S.; providing a definition of postsecondary adult vocational program.
- Section 4: Amends s. 1007.22, F.S.; revising provisions relating to establishment of interinstitutional mechanisms by public postsecondary educational institutions.
- Section 5: Amends s. 1007.23, F.S.; providing that the statewide articulation agreement between secondary and postsecondary education include certain credits earned; providing that the statewide articulation agreement govern admission of certain graduates from career centers; revising terminology; requiring the State Board of Education to establish articulated career paths for specific professions; requiring career paths to provide credit for certain programs in public and private institutions and for certain experiential learning.
- Section 6: Amends s. 1009.50, F.S.; authorizing certain students in postsecondary career certificate programs to receive Florida Public Student Assistance Grants.
- Section 7: Creates s. 1009.521, F.S.; creating the GED Success Scholarship Program; providing for administration; providing funding subject to the General Appropriations Act; providing eligibility criteria; providing for transmittal of funds; providing for reporting; providing for rulemaking.
- Section 8: Creates s. 1011.802, F.S.; establishing the School District Career Center Facility Enhancement Challenge Grant Program; authorizing a school district direct-support organization to solicit funds and establish a separate career center capital facilities matching account for private contributions; providing for match by state appropriations; providing for a portion of the cost of a facility construction project to be contributed by a school district; providing State Board of Education requirements relating to capital outlay budget request; providing for reversion of funds; requiring the Office of Program Policy Analysis and Government Accountability to collect and assess articulation agreements and identify career center programs that may articulate to certain degree programs; requiring recommendations.
- Section 9: Providing an effective date of July 1, 2006.

## **II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT**

### **A. FISCAL IMPACT ON STATE GOVERNMENT:**

1. Revenues: See Fiscal Comments
2. Expenditures: See Fiscal Comments

### **B. FISCAL IMPACT ON LOCAL GOVERNMENTS:**

1. Revenues: See Fiscal Comments

2. Expenditures: See Fiscal Comments

**C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:**

Not applicable.

**D. FISCAL COMMENTS:**

The fiscal impact of the bill is undetermined. The GED Success Scholarship is subject to the General Appropriations Act. The number of student who would be eligible for the \$500 dollars scholarship is not known.

**III. COMMENTS**

**A. CONSTITUTIONAL ISSUES:**

1. Applicability of Municipality/County Mandates Provision: None

2. Other: None

**B. RULE-MAKING AUTHORITY:**

The State Board of Education is given rulemaking authority for the administration of the GED Success Scholarship Program.

**C. DRAFTING ISSUES OR OTHER COMMENTS:**

None

**IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES**

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1 A bill to be entitled

2 An act relating to postsecondary education; amending s.  
3 1001.44, F.S.; providing criteria for use of the  
4 designation "technical college"; amending s. 1002.34,  
5 F.S.; providing for a charter technical career center to  
6 use the designation "charter technical college"; amending  
7 s. 1004.02, F.S.; providing a definition of postsecondary  
8 adult vocational program; amending s. 1007.22, F.S.;  
9 revising provisions relating to establishment of  
10 interinstitutional mechanisms by public postsecondary  
11 educational institutions; amending s. 1007.23, F.S.;  
12 providing that the statewide articulation agreement  
13 between secondary and postsecondary education include  
14 certain credits earned; providing that the statewide  
15 articulation agreement govern admission of certain  
16 graduates from career centers; revising terminology;  
17 requiring the State Board of Education to establish  
18 articulated career paths for specific professions;  
19 requiring career paths to provide credit for certain  
20 programs in public and private institutions and for  
21 certain experiential learning; amending s. 1009.50, F.S.;  
22 authorizing certain students in postsecondary career  
23 certificate programs to receive Florida Public Student  
24 Assistance Grants; creating s. 1009.521, F.S.; creating  
25 the GED Success Scholarship Program; providing for  
26 administration; providing funding subject to the General  
27 Appropriations Act; providing eligibility criteria;  
28 providing for transmittal of funds; providing for  
29 reporting; providing for rulemaking; creating s. 1011.802,

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30 F.S.; establishing the School District Career Center  
31 Facility Enhancement Challenge Grant Program; authorizing  
32 a school district direct-support organization to solicit  
33 funds and establish a separate career center capital  
34 facilities matching account for private contributions;  
35 providing for match by state appropriations; providing for  
36 a portion of the cost of a facility construction project  
37 to be contributed by a school district; providing State  
38 Board of Education requirements relating to capital outlay  
39 budget requests; providing for reversion of funds;  
40 requiring the Office of Program Policy Analysis and  
41 Government Accountability to collect and assess  
42 articulation agreements and identify career center  
43 programs that may articulate to certain degree programs;  
44 requiring recommendations; providing an effective date.

45  
46 Be It Enacted by the Legislature of the State of Florida:

47  
48 Section 1. Subsection (5) is added to section 1001.44,  
49 Florida Statutes, to read:

50 1001.44 Career centers.--

51 (5) DISTRICT SCHOOL BOARD CAREER CENTER PROGRAM DELIVERY.--

52 (a) A district school board with an established career  
53 center as part of the district school system may enter into an  
54 articulation agreement for the delivery of specified associate in  
55 applied science degree programs.

56 (b) A career center that offers a postsecondary adult  
57 vocational program designed to articulate into an associate in  
58 applied science degree program and enters into an articulation

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59 agreement for the delivery of such an associate in applied  
60 science degree program may use the designation "technical  
61 college."

62 Section 2. Subsection (20) is added to section 1002.34,  
63 Florida Statutes, to read:

64 1002.34 Charter technical career centers.--

65 (20) DESIGNATION AS A "TECHNICAL COLLEGE".--A charter  
66 technical career center that offers a postsecondary adult  
67 vocational program designed to articulate into an associate in  
68 applied science degree program and enters into an articulation  
69 agreement for the delivery of such an associate in applied  
70 science degree program may use the designation "technical  
71 college."

72 Section 3. A new subsection (28) is created and added to  
73 section 1004.02, Florida Statutes, to read:

74 1004.02 Definitions.--As used in this chapter:

75 (28) "Postsecondary adult vocational program" is a job  
76 preparatory program, excluding continuing workforce education,  
77 through which a student receives a vocational certificate upon  
78 completion of instruction.

79 Section 4. Subsection (3) of section 1007.22, Florida  
80 Statutes, is amended to read:

81 1007.22 Articulation; postsecondary institution  
82 coordination and collaboration.--

83 (3) Public postsecondary educational institutions ~~serving~~  
84 ~~the same students in a geographic and service area~~ are encouraged  
85 to establish appropriate interinstitutional mechanisms to achieve  
86 cooperative planning and delivery of academic programs and  
87 related services, share a high-cost instructional facility and

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88 equipment, coordinate credit and noncredit outreach activities,  
89 have access to each other's library and media holdings and  
90 services, and provide cooperative campus activities and  
91 consultative relationships for the discussion and resolution of  
92 interinstitutional issues and problems which discourage student  
93 access or transfer.

94 Section 5. Subsections (1) and (3) of section 1007.23,  
95 Florida Statutes, are amended to read:

96 1007.23 Statewide articulation agreement.--

97 (1) The State Board of Education shall establish in rule a  
98 statewide articulation agreement that governs:

99 (a) Articulation between secondary and postsecondary  
100 education; including credit earned through high school career and  
101 technical education majors and career academies;

102 (b) Admission of associate in arts degree graduates from  
103 community colleges and state universities;

104 (c) Admission of applied technology diploma program  
105 graduates from community colleges or career centers;

106 (d) Admission of associate in science degree and associate  
107 in applied science degree graduates from community colleges;

108 (e) The use of acceleration mechanisms, including  
109 nationally standardized examinations through which students may  
110 earn credit;

111 (f) General education requirements and statewide course  
112 numbers as provided for in ss. 1007.24 and 1007.25; ~~and~~

113 (g) Articulation among programs in nursing; ~~and-~~

114 (h) Admission of postsecondary vocational, technical, or  
115 career education certificate or diploma graduates from school  
116 district career centers or charter technical career centers.

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117 (3) The articulation agreement must guarantee the statewide  
118 articulation of appropriate workforce education ~~development~~  
119 programs and courses between school districts and community  
120 colleges and specifically provide that every applied technology  
121 diploma graduate must be granted the same amount of credit upon  
122 admission to an associate in science degree or associate in  
123 applied science degree program unless it is a limited access  
124 program. Preference for admission must be given to graduates who  
125 are residents of Florida. By March 1, 2007, the State Board of  
126 Education shall establish an articulated career path for specific  
127 workforce education professions, including, but not limited to,  
128 the program areas of criminal justice, business, nursing, and  
129 allied health. The career paths shall provide for the  
130 articulation of:

131 (a) Credit earned in vocational, technical, or career  
132 certificate or diploma programs to associate in science degrees  
133 or associate in applied science degrees.

134 (b) Credit earned in associate in science degree programs  
135 to credit in baccalaureate degree programs.

136 (c) Credit awarded by public and private institutions.

137 (d) Credit for experiential learning associated with  
138 minimum training requirements for employment.

139 Section 6. Paragraph (a) of subsection (2) of section  
140 1009.50, Florida Statutes, is amended to read:

141 1009.50 Florida Public Student Assistance Grant Program;  
142 eligibility for grants.--

143 (2)(a) State student assistance grants through the program  
144 may be made only to degree-seeking students who enroll in at  
145 least 6 semester hours, or the equivalent per term, or students

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who enroll in a postsecondary career certificate program of at least 450 clock hours, and who meet the general requirements for student eligibility as provided in s. 1009.40, except as otherwise provided in this section. The grants shall be awarded annually for the amount of demonstrated unmet need for the cost of education and may not exceed an amount equal to the average prior academic year cost of tuition fees and other registration fees for 30 credit hours at state universities or such other amount as specified in the General Appropriations Act, to any recipient. A demonstrated unmet need of less than \$200 shall render the applicant ineligible for a state student assistance grant. Recipients of the grants must have been accepted at a state university, ~~or~~ community college, school district career center, or charter technical career center authorized by Florida law. A student is eligible for the award for 110 percent of the number of credit hours required to complete the program in which enrolled, except as otherwise provided in s. 1009.40(3).

Section 7. Section 1009.521, Florida Statutes, is created to read:

1009.521 GED Success Scholarship.--

(1) The GED Success Scholarship Program is created to establish a scholarship program to encourage students who successfully complete a GED program and are awarded a Florida high school diploma to attend a program offered by an accredited public or private technical or career center or a community college program identified by the Department of Education as a program that provides a career path to one of the top 15 occupations in number of annual openings as listed on the Agency for Workforce Innovation's Florida Statewide Targeted Occupations

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175 List or on a regional targeted occupations list at the time of  
176 the student's initial enrollment.

177 (2) The scholarship program shall be administered by the  
178 department pursuant to the requirements of this section and rules  
179 of the State Board of Education.

180 (3) Subject to the General Appropriations Act, the  
181 department shall allocate any appropriated funds each year to  
182 eligible students in the amount of one \$500 scholarship per  
183 eligible student. The scholarships shall be awarded by the  
184 department on a first come, first served basis to eligible  
185 recipients until all funds specifically designated for the GED  
186 Success Scholarships for that fiscal year have been allocated.

187 (4) A student who meets all of the following requirements  
188 is eligible to receive a scholarship pursuant to this section:

189 (a) The student is a Florida resident for tuition purposes  
190 pursuant to s. 1009.21.

191 (b) The student has successfully completed all sections of  
192 the GED tests which results in the award of a Florida high school  
193 diploma.

194 (c) The student has enrolled in a program identified by the  
195 department as a program in an accredited public or private  
196 technical or career center or community college that provides a  
197 career path to one of the top 15 occupations in number of annual  
198 openings as listed on the Agency for Workforce Innovation's  
199 Florida Statewide Targeted Occupations List or on a regional  
200 targeted occupations list at the time of the student's initial  
201 enrollment.

202 (d) The student has submitted an application for the  
203 scholarship to the department, in the manner prescribed by the

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204 department, after December 1 for the following school year and  
205 before June 1 of the year in which funding is requested.

206 (5) (a) Payment of GED Success Scholarships shall be  
207 transmitted to the director or president of the eligible  
208 institution, or his or her representative, in advance of the  
209 registration period. Institutions shall notify students of the  
210 amount of their awards.

211 (b) Each participating institution shall report to the  
212 department by the established date the eligible students to whom  
213 scholarship moneys were disbursed each academic term. Each  
214 institution shall also report to the department necessary  
215 demographic and eligibility data for such students.

216 (c) Each accredited private institution that receives  
217 moneys through the GED Success Scholarship Program shall prepare  
218 a biennial report that includes a financial audit, conducted by  
219 an independent certified public accountant, of the institution's  
220 administration of the program and a complete accounting of the  
221 moneys allocated to the institution for the program. The report  
222 shall be submitted to the department no later than March 1 of  
223 every even numbered year.

224 (6) The State Board of Education may adopt rules pursuant  
225 to ss. 120.536(1) and 120.54 relating to the administration of  
226 the scholarship program.

227 Section 8. Section 1011.802, Florida Statutes, is created  
228 to read:

229 1011.802 School District Career Center Facility Enhancement  
230 Challenge Grant Program.--

231 (1) There is established the School District Career Center  
232 Facility Enhancement Challenge Grant Program for the purpose of

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233 assisting career centers in building high priority instructional  
234 and community-related capital facilities consistent with s.  
235 1001.44, including common areas connecting such facilities. The  
236 direct-support organizations that serve the school districts may  
237 solicit gifts from private sources which are eligible for state  
238 matching funds for capital facilities. For purposes of this  
239 section, private sources of funds shall not include any federal,  
240 state, or local government funds that a school district may  
241 receive.

242 (2) The School District Career Center Facility Enhancement  
243 Challenge Grant Program shall provide funds to match private  
244 contributions for the development of high priority instructional  
245 capital facilities, including common areas connecting such  
246 facilities, within the career centers.

247 (3) Within the direct-support organization of each school  
248 district, a separate career center capital facilities matching  
249 account must be established for the purpose of providing matching  
250 funds from the direct-support organization's unrestricted  
251 donations or other private contributions for the development of  
252 high priority instructional capital facilities, including common  
253 areas connecting such facilities. The Legislature may appropriate  
254 funds for distribution to a school district after matching funds  
255 are certified by the direct-support organization and school  
256 district to the Department of Education. The Public Education  
257 Capital Outlay and Debt Service Trust Fund shall not be used as  
258 the source of the state match for private contributions.

259 (4) A project may not be initiated unless all private funds  
260 for planning, construction, and equipping the facility have been  
261 received and deposited in the direct-support organization's

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262 matching account and the state's share for the minimum amount of  
263 funds needed to begin the project has been appropriated by the  
264 Legislature. The Legislature may appropriate the state's matching  
265 funds in one or more fiscal years for the planning, construction,  
266 and equipping of an eligible facility. However, these  
267 requirements shall not preclude the school district or direct-  
268 support organization from expending available funds from private  
269 sources to develop a prospectus, including preliminary  
270 architectural schematics or models, for use in its efforts to  
271 raise private funds for a facility. Additionally, any private  
272 sources of funds expended for this purpose are eligible for state  
273 matching funds if the project is awarded grant funds under this  
274 section.

275       (5) To be eligible to participate in the School District  
276 Career Center Facility Enhancement Challenge Grant Program, a  
277 school district, through its direct-support organization, shall  
278 raise contributions from private sources equal to one-third of  
279 the total cost of a facility construction project. After raising  
280 such contributions, the school district shall be eligible for a  
281 match by a state appropriation equal to the amount raised for a  
282 facility construction project up to one-third of the cost of the  
283 project, subject to the General Appropriations Act. Another one-  
284 third of the total cost must be provided from the school  
285 district's local capital funds.

286       (6) If the state's share of the required match is  
287 insufficient to meet the requirements of subsection (5), the  
288 school district shall renegotiate the terms of the contribution  
289 with the donors. If the project is terminated, each private  
290 donation, plus accrued interest, shall revert to the direct-

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291 support organization for remittance to the donor at the donor's  
292 discretion.

293 (7) By September 1 of each year, the State Board of  
294 Education shall transmit to the Legislature, in the capital  
295 outlay budget request, a list of projects that meet all  
296 eligibility requirements to participate in the School District  
297 Career Center Facility Enhancement Challenge Grant Program and a  
298 budget request that includes the recommended schedule necessary  
299 to complete each project.

300 (8) In order for a project to be eligible under this  
301 program, it must be survey recommended under the provisions of s.  
302 1013.31, included in the school district's 5-year capital  
303 improvement plan, and receive prior approval from the State Board  
304 of Education.

305 (9) Any project funds that are unexpended after a project  
306 is completed shall revert to the school district direct-support  
307 organization's career center capital facilities matching account.  
308 One-third of such unexpended funds shall be reserved for the  
309 school district career center that originally received the  
310 private contribution for the purpose of providing private  
311 matching funds for future facility construction projects as  
312 provided in this section. One-third of such unexpended funds  
313 shall be returned to the General Revenue Fund. One-third of such  
314 unexpended funds shall be returned to the school district.

315 (10) The surveys, architectural plans, facility, and  
316 equipment shall be the property of the participating school  
317 district.

318 Section 9. (1) As part of determining the appropriate  
319 courses and programs for statewide articulation, the Office of

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320 Program Policy Analysis and Government Accountability shall  
321 collect, review, and conduct an assessment of all existing  
322 statewide articulation agreements and all existing articulation  
323 agreements between school district career centers or charter  
324 technical career centers and community colleges by September 30,  
325 2006.

326       (2) The Office of Program Policy Analysis and Government  
327 Accountability shall use the information compiled pursuant to  
328 subsection (1) to evaluate the effectiveness of local and  
329 statewide interinstitutional articulation agreements and to  
330 identify other postsecondary technical or career programs within  
331 a school district career center or charter technical career  
332 center that may articulate to an associate of science degree  
333 program or an associate of applied science degree program on an  
334 individual course or block basis for statewide interinstitutional  
335 articulation agreements. By December 31, 2006, the Office of  
336 Program Policy Analysis and Government Accountability shall  
337 submit a report to the President of the Senate and the Speaker of  
338 the House of Representatives.

339       Section 10. This act shall take effect July 1, 2006.